

**TRANSFORMATIVE TEACHER EDUCATION
THE MASTER OF ARTS IN TEACHING AT
UNION GRADUATE COLLEGE**



FACTS ABOUT THE MAT AT UNION GRADUATE COLLEGE

- Secondary (7-12) Initial Certification Program
Provides Master's degree for Professional Certification (founded 1990)
 - Includes one-year Mentored Internship & Graduate course work in academic discipline
 - Certification in Academic Disciplines
(Biology, Chemistry, Chinese, Earth Science, English, French, German, Latin, Mathematics, Physics, Social Studies, Spanish, Technology)
 - Program aligned with National Board Certification
 - Program is school- and practice-based model
 - Candidates enter with BA, BS (sometimes with MA, MS, or ABD or Ph.D. in discipline)
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PROGRAM DESIGN OUTLINE

SUMMER

- Foundational Teaching Methods Course (including Adolescent Reading)
- Methods Course in Academic Discipline
- Teaching Laboratory including video-taping and critiques

Taught by UGC faculty and NBC teachers

All course work based on common language: Charlotte Danielson's *Framework for Teaching*

PROGRAM DESIGN OUTLINE CONT.

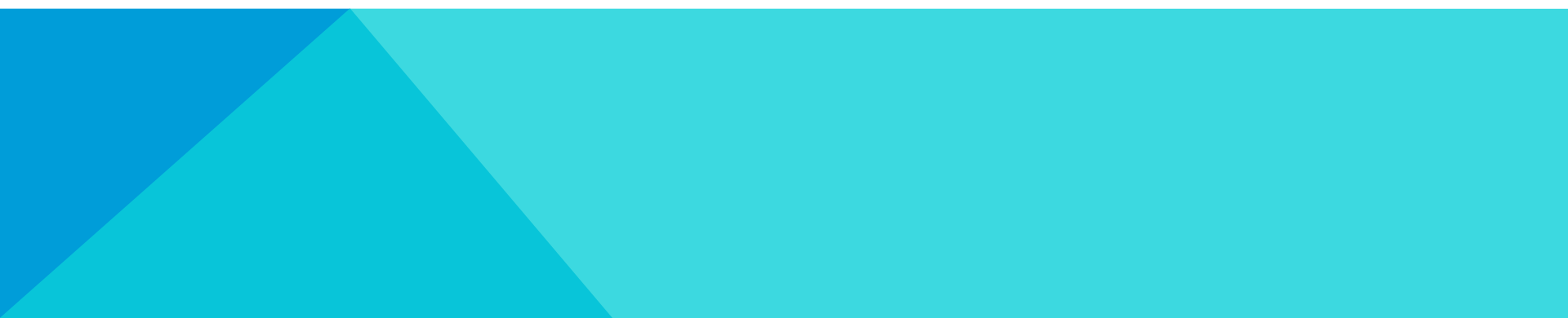
FALL

- Seminar on Special Needs Populations
- Using Writing effectively in the disciplines (National Writing Project alignment)

- Academic Courses in the Disciplines (UGC & UC Faculty)

Interns video-tape classes for analysis every two weeks

WINTER

- Seminar on Assessment (professional teaching portfolio)
 - Technology Course
 - Academic Course in Discipline including MAT Thesis in academic discipline or MAT Project, classroom-based research
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PROGRAM DESIGN OUTLINE CONT.

SPRING

- Seminar on School Reform
- Academic Course (s) in Discipline
- Urban Round table assembled throughout the year

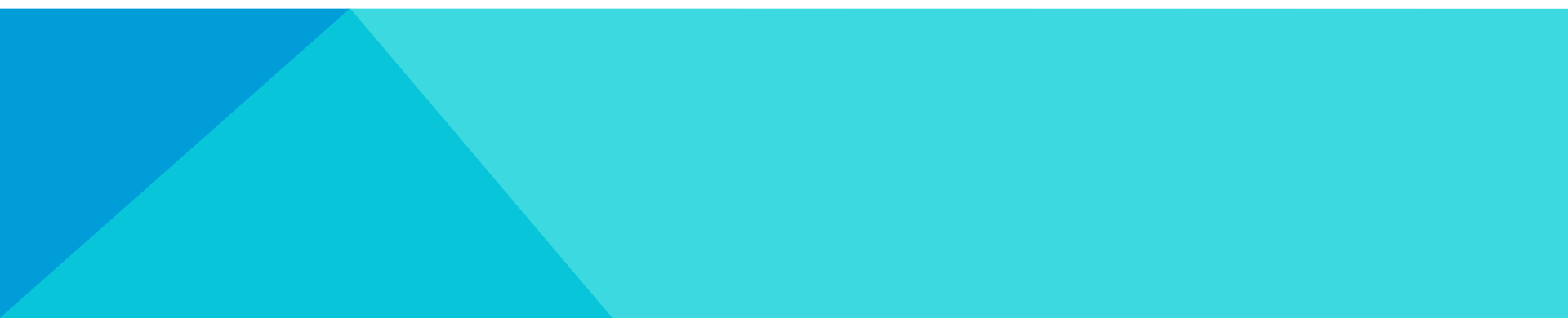
TRANSFORMATIONS THAT OCCUR

It is difficult if not impossible for these transformations to occur for most candidates in a traditional eight to ten or even fourteen week student teaching placement:

SUMMER

1. Entering novices face disorienting dilemmas
2. Faculty and Novices form a Professional Learning Community
3. Constant critical analysis/dissection of teaching and learning strategies

FALL

4. Critical re-examination of all assumptions
 5. Recognition that disorientation is shared by peers
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TRANSFORMATIONS THAT OCCUR, CONT.

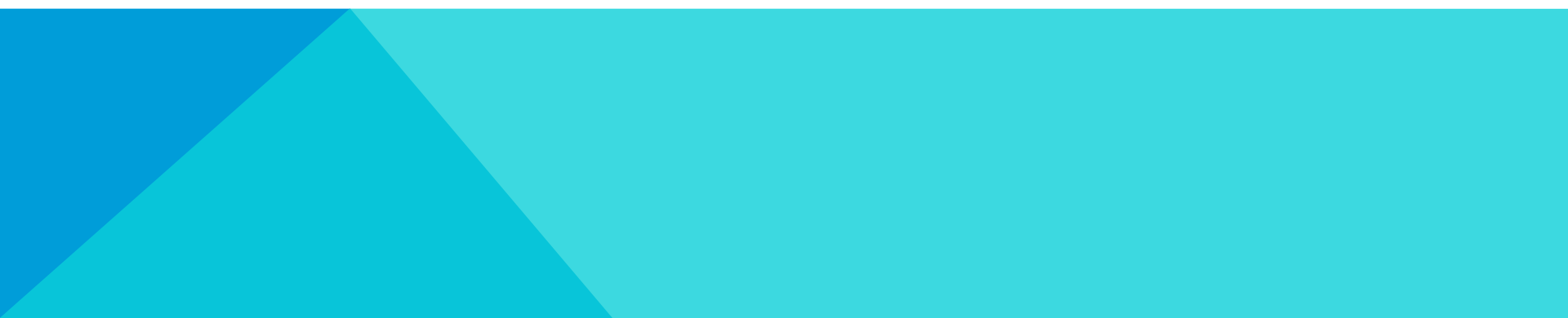
WINTER

6. Essential to plan open to revision, re-examination, and alteration
(failure is the norm)
7. Exploration of new roles, practices, and actions

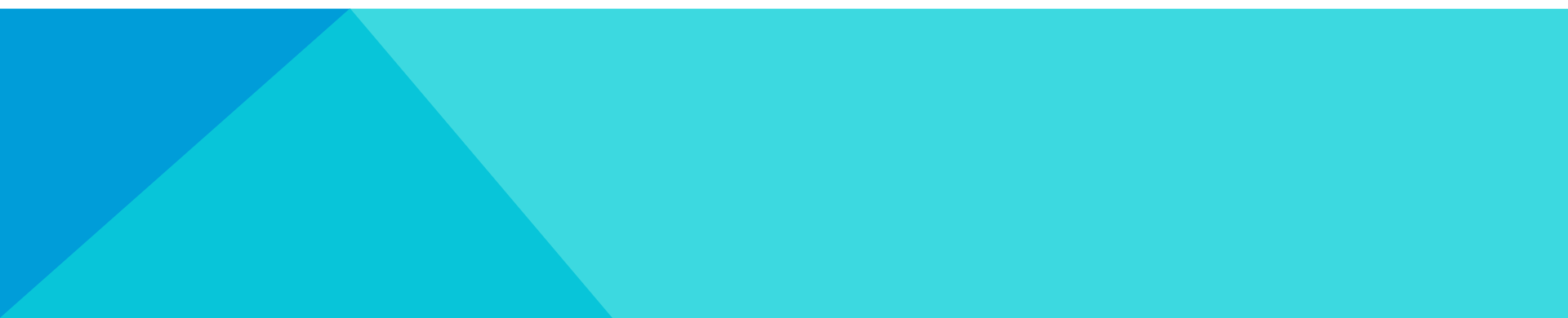
SPRING

8. Learning to celebrate even partial success and to embrace new roles and relationships
9. Reintegration of new roles and relationships into a new
“experienced” professional persona

Ready to take a teaching job as a teacher who knows schools, students, and what it takes to be an effective educator.



ESSENTIAL BUILDING BLOCKS OF TRANSFORMATIONAL PRACTICE

- Excellent Faculty who can model techniques they advocate (Includes 17 NBC teachers)
 - Student-Centered Curriculum
 - Reflective Writing and Discourse
 - Spiraled Curriculum
 - A Common Language for Teaching and Learning (Danielson)
 - An Active and Supportive Professional Learning Community
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EVIDENCE THAT THE MAT PROGRAM IS TRANSFORMATIVE

N= last 10 years' graduates, about 450 – 500

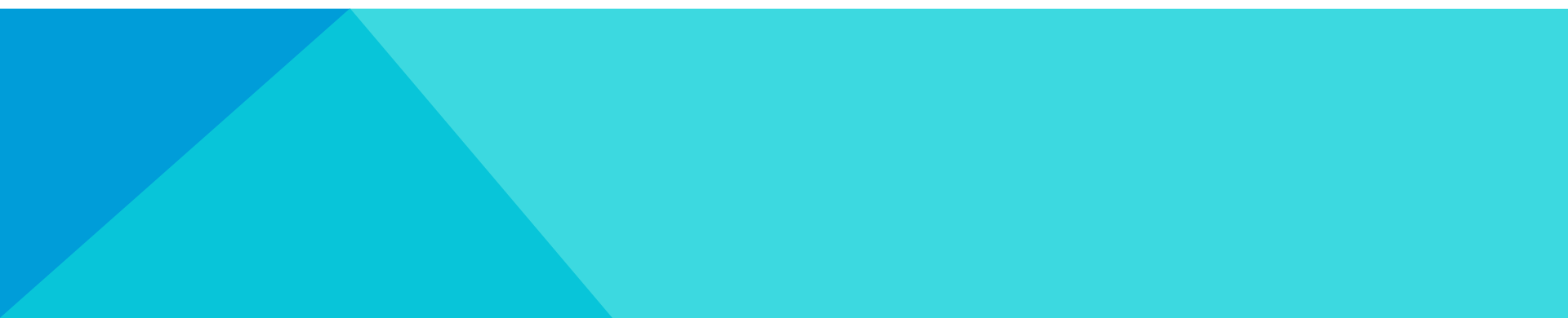
- Initial TEAC Accreditation (2003) and Re-Accreditation (2008) as an exemplary program
 - Until 2010 all graduates hired as teachers in an extremely competitive market within 6 months of graduation
 - At least 100 have been hired and retained in at-risk schools
 - At least 30 have become NBC teachers
 - At least 20 have become principals & department chairs
 - At least 28 have won prestigious fellowships/scholarships
 - At least 12 have won teaching awards in their schools
 - At least 50 have presented professional sessions in their disciplines or in pedagogy
 - At least 4 novels and a book of poetry published
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EVIDENCE THAT THE MAT PROGRAM IS TRANSFORMATIVE

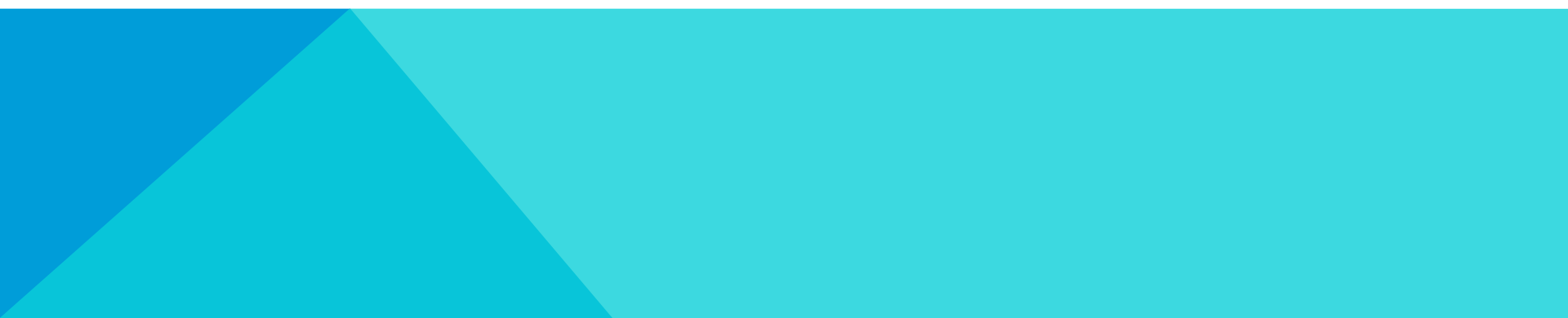
- At least 35 have become teachers of teachers
- At least 35 have sought Ph.D.s or Ed.D.s to teach their subject matter or teacher education
- At least 25 have completed at least one of our CAS certificates

We have established successful Certificates of Advanced Study and Teacher Leadership for veteran teachers in

1. Mentoring
2. National Board Certification
3. Service Learning
4. Program under development (Student Achievement)

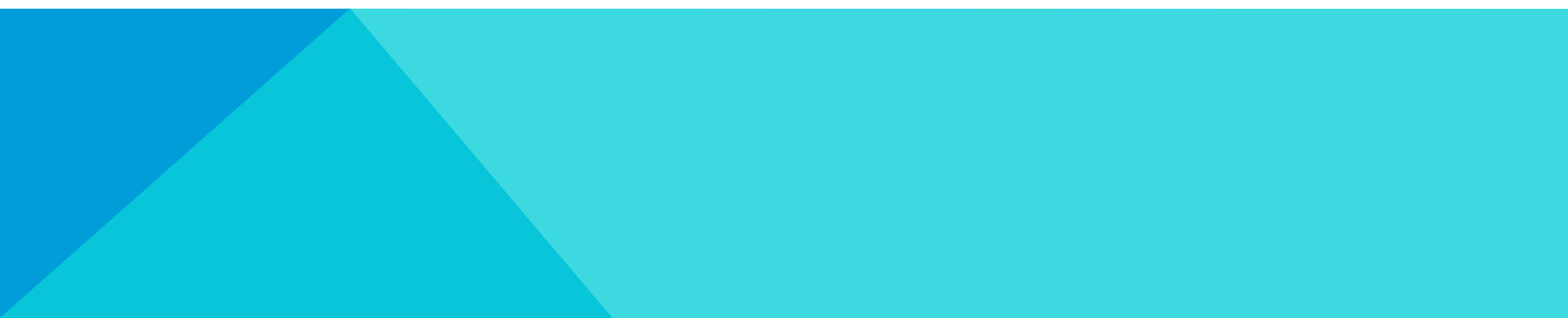


PROBLEMS WE AS TEACHER EDUCATORS FACE IN WORKING EFFECTIVELY WITH SCHOOLS

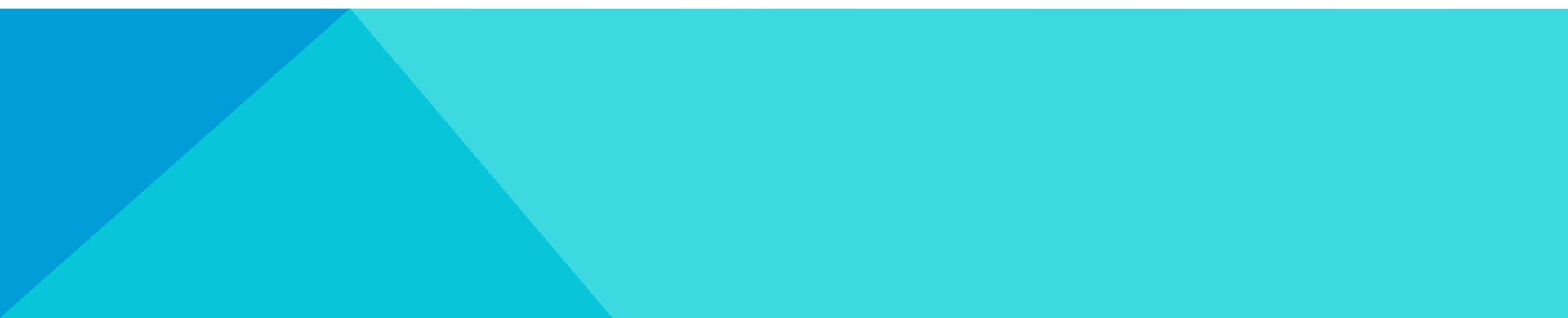
1. Lack of meaningful collaboration between administrators and teachers
 2. Placing Interns with Quality Teachers
 3. Schools “infecting” interns with negative school culture
 4. Lack of Professional Learning Communities in schools
 5. Principals who want Interns to improve “challenged” teachers or to make sure Mentors are democratically selected
 6. Insufficient focus of school culture on planned & targeted professional development for teachers/administrators
 7. Teachers who are ignorant about student assessment standards
 8. Teachers who have no experience and/or no access to student performance data and no knowledge, experience OR TIME to work to improve student/teacher/administrator performance
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LONG-TERM VISION FOR MAT PROGRAM

Establish a Center for Pedagogy (a professional development center where effective teaching and learning practice focuses on student, teacher, and administrative development and learning)

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SOME POSSIBLE OUTCOMES FROM A CENTER FOR PEDAGOGY

1. A Ph.D. or doctorate in Pedagogy based on practitioners' work in K-12 schools while acquiring advanced and accomplished teaching skills
 2. Credentialing and/or course work serves as basis for promotion in a school-based career ladder for teachers
 3. School-based faculty and university-based faculty teaming to lead focused, standards-based and research-based professional development programs for educators.
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SOME POSSIBLE OUTCOMES FROM A CENTER FOR PEDAGOGY

4. Promoting clear, time, resources, and funding to establish on-going professional development plans for schools/districts that focus on short- and long-term goals to improve student, teacher, and principal performance
 5. Establishment of a professional pedagogical community that maintains currency in pedagogy and establishes criteria, standards, and resources to create and promulgate professional learning in schools
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